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ABSTRACT

This teacher's guide for grades 3 and 4 contains simulated work experiences for students using the isolated skill concept - creativity. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Two pre-skill activities are suggested, such as "define the words job, work, skill and creativity in preparation for the simulated skill activity." Three skill activities are listed for the jobs of printmaker, puppeteer, and weaver. Student direction signs and station signs are supplied for these activities, along with optional additional activities. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: weaving activities, puppeteers, and a paint design department. (CT)

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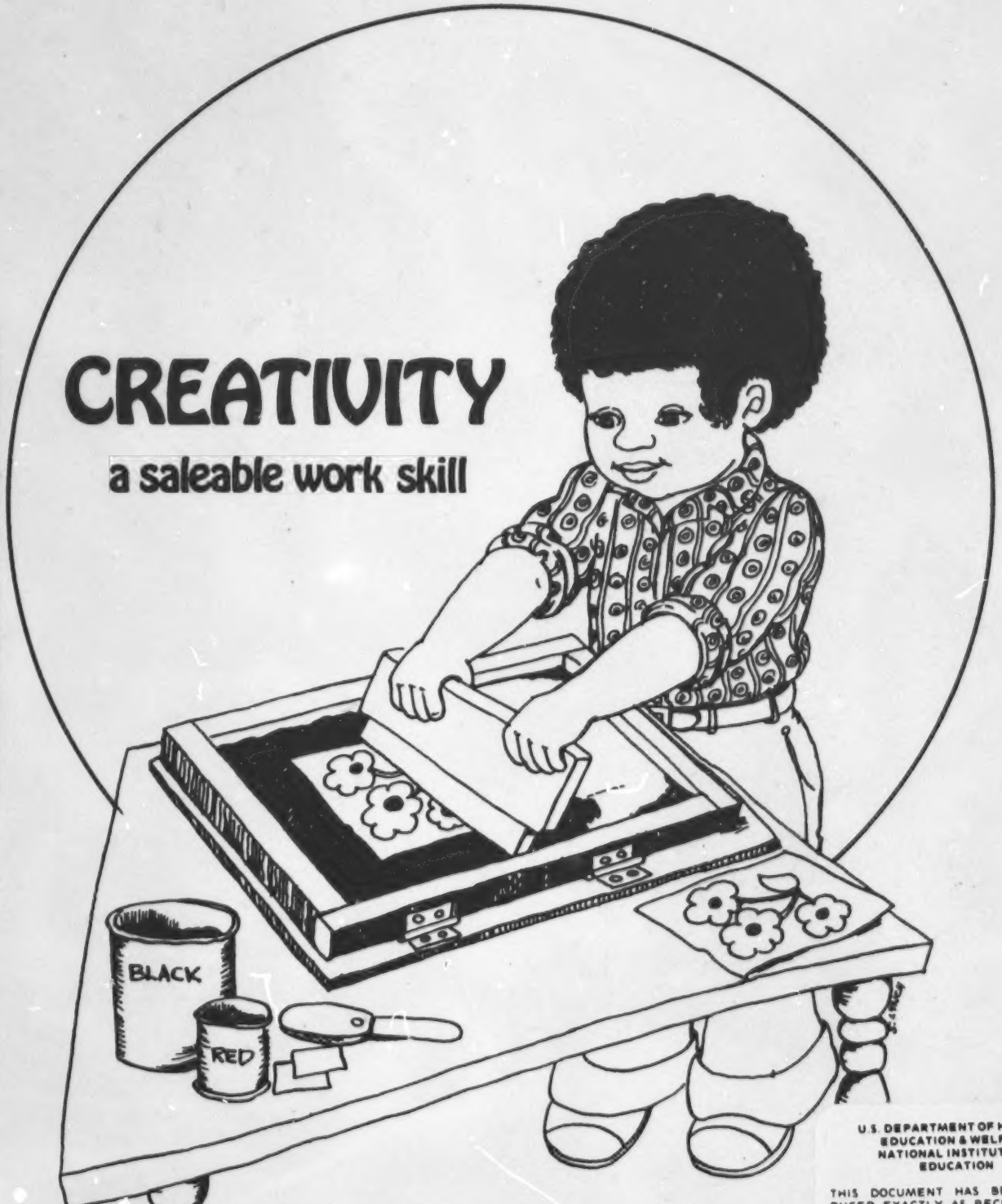
CREATIVITY

a saleable work skill



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OCCUPATION SIMULATION PACKET
Created by Dick Dye Grades 3rd - 4th

PROJECT EQUALITY
Title III, ESEA
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TABLE OF CONTENTS

Definitions	1
Advantages to Using the "Isolated Skill Concept"	2
Important Concepts	3
Objectives	3
Evaluation	3
Sequence of Activities	3
Time Needed	4
An Additional Suggestion	4
Pre-Test, Post-Test - Teacher Instructions	5
Pre-Test, Post-Test - Student Answer Sheets	7
Pre-Test, Post-Test - Scoring Directions	9
Pre-Test, Post-Test - Answer Key	10
Pre-Test, Post-Test - Scoring Key	10
Pre-Test, Post-Test - Test Result Summary Sheet	11
Materials List	12
Note to the Teacher	14
#1 - Pre-Skill Activity	15
Jobs Using Creativity	16
#2 - Pre-Skill Activity	17
Method of Presentation	18
Concepts Covered	18
Student Direction Cards: Printing, Puppets, Weaving	19
Station Signs	20

#3 - Skill Activity - Printmaker 23

#4 - Skill Activity - Puppeteer 25

#5 - Skill Activity - Weaver 30

Optional Additional Activities 33

Summary of Concepts Acquired from Packet 34

Teacher Evaluation Sheet 35

Appendices

A - Materials Needed to Assemble the Occupation Simulation Packet 36

B - Pictures of Water Color Posters * 38
(suggested models to be prepared in your district)

* Suggestion - Content of water color posters should reflect the ethnic make-up of your community

DEFINITIONS

So the frame of reference is clearly understood, the following terms are identified:

Work - is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career - is the totality of work one does in his or her lifetime.

Education - is the totality of experiences through which one learns.

Career Education - is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

(An Introduction to Career Education, a policy paper of the U.S. Office of Education, 1974)

Duty - any action, task, etc. required by or relating to one's occupation or position.

Model - a person or thing considered as a standard of excellence to be imitated.

Responsibility - refers to a particular task, trust, etc., for which one is accountable or answerable.

Role - a function or office assumed by someone.

Sexism - the economic exploitation and social domination of members of one sex by the other, specifically, of women by men.

Skill - great ability or proficiency; expertness that comes from training, practice.

Stereotype - a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgment, etc.

Tradition[al] - a long-established custom or practice that has the effect of an unwritten law; any time-honored practice.

(Webster's New World Dictionary, 2nd college ed., 1972)

CREATIVITY

A SALEABLE WORK SKILL

This will be a simulated work experience for students using the "isolated skill concept." The skill presented is CREATIVITY, a saleable work skill that is required for a wide variety of jobs.

Presently students are using the skill of CREATIVITY at home and school, but have not identified or examined its many applications. The activities in this packet are designed around a constant, the identified skill of CREATIVITY, while the work setting is changed. With this format, students can experience success in areas previously considered "out-of-bounds" for one reason or another and also experience the transferability of a skill. At all times, it should be made very clear to students that skills are not dependent on gender, one's sex should not expand or limit a student's potential.

Once students are encouraged to identify specific skills they possess and are directed to see the relationship of skills to jobs they or other people do, their own self-concept is broadened. By using this approach to career education, the world of work can become more meaningful.

Advantages to Using the "Isolated Skill Concept"

1. Student's self-concept is enhanced by becoming aware of the multitude of skills that each possesses.
2. Jobs that students do can be analyzed to see the wide range of skills that each student is using daily.
3. Students learn to identify skills in others.
4. Students learn to identify skills involved in adult jobs and look forward to acquiring additional skills.
5. Students learn that a skill is transferable, something that can be used in a wide variety of jobs.
6. Students learn that the possession of a skill is not dependent on sex. Females and males possess and use a wide variety of skills daily in their work.

Important Concepts

1. Creativity is a skill.
2. Those who can create cheer leading routines may also create architectural structures.
3. The differences in ability are due to individuality, not sex or race of the student.
4. Jobs require different groupings of skills; there is no logical reason for closing job choices to individuals of either sex.

Objectives

1. The student will have opportunities to expand self-perceptions by being involved in activities which utilize a skill already possessed.
2. The student will be able to perceive the skill of creativity as a non-sexist skill.
3. On a given test, the student will be able to identify the jobs which require the skill of creativity.

Evaluation

The evaluation of this packet will be determined by the outcome of a student's pre-test, post-test, and a teacher post evaluation check sheet.

Sequence of Activities

1. Check packet materials against the materials list to ensure that all needed items are available.
2. Read the entire packet to yourself. Do not discuss any part of it with the class.
3. Administer the pre-test to all students. Score pre-tests.
4. Students participate in the activities.
5. Administer the post-test to all students. Score post-tests. Compare the pre-tests and post-tests for growth.
6. Check packet materials against the materials list to ensure that all items are returned.
7. Complete the teacher evaluation sheet. Please send the evaluation sheet and the pre-post test results back to _____.
8. Return the Occupation Simulation packet to the proper location.

Time Needed

40 - 60 minutes a day for two to four weeks.

An Additional Suggestion

Because of the diverse nature of the activities in the Creativity packet, it is helpful to request three parents to assist with its administration. Ask parents to come in one night after school before the packet is used with the students to familiarize themselves with the creative activities. Have each person select one activity with which they will aid. Set up a block of time (2-1/2 hours) for two consecutive days. Divide class into three groups, assigning each a particular task (weaving, printing, puppets). Each parent-helper will probably be kept busy with her/his activity group, and the time spent in familiarizing herself/himself with the specific activity will benefit the students.

CREATIVITY - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - TEACHER INSTRUCTIONS

Each student should have a copy of the answer sheet.

The students should understand that there is no grade on this test, it is only a device to help the teacher. The teacher should not give word definitions or other help during the pre- and post-test. Part of the learning during the course of using the activity packet is vocabulary and job association.

Directions to the students:

1. *If you are a girl, please circle the word "girl" at the top right-hand side of the page. If you are a boy, please circle the word "boy" at the top right-hand side of the page.*

2. Handle the rest of the heading information in whatever manner is best for you and your students.

3. *Explain to the students that they will be answering some questions about creativity. Ask them to look at the following job titles. Which jobs would require the skill of creativity to do that job? Circle "YES" after those jobs that would require creativity. Circle "NO" after those jobs that would not require creativity. If you are unsure, leave the question blank.* (The teacher may choose to read the job titles to the class.)

1. *Potter*	4. *Dress Designer*
2. *Toy Designer*	5. *Garbage Collector*
3. *Writer*	6. *Poet*

4. *Please read the questions, then if you decide that only girls have the skill of creativity needed, circle just the picture of the girl. If you think only boys have the skill of creativity needed, circle just the picture of the boy. If you think both the boys and the girls have the skill of creativity needed, circle both the boy and the girl together. If you are unsure, leave the question blank.* (The teacher may choose to read the questions to the class.)

   A. *Question 7. Who has the creative skill to draw?*

   B. *Question 8. Who has the creative skill to create a print?*

   C. *Question 9. Who has the creative skill to carve wood?*

   D. *Question 10. Who has the creative skill to weave on a loom?*

   E. *Question 11. Who has the creative skill to make a puppet?*

   F. *Question 12. Who has the creative skill to glue and paper?*

5. *Please read the questions and then if you think you have the creative skill to do the job, circle the smiling face. If you do not think you have the skill to do the job, circle the unhappy face. If you do not know what the job is, leave the question blank.* (The teacher may choose to read the questions to the class.)

   A. *Question 13. Do you think you could be a princer when you are older?*

   B. *Question 14. Do you think you could be a weaver when you are older?*

   C. *Question 15. Do you think you could be a puppeteer?*

   D. *Question 16. Do you think you could be a wood carver when you are older?*

   E. *Question 17. Do you think you could be a poet when you are older?*

   F. *Question 18. Do you think you could be an author and write books when you are older?*

   G. *Question 19. Do you think you could be a dress designer when you are older?*

   H. *Question 20. Do you think you could be an artist when you are older?*

6. Have the students pass in their papers.

CREATIVITY - A SALEABLE WORK SKILL

PRE-TEST, POST-TEST - STUDENT ANSWER SHEET

Name _____ (Circle One)

School _____

Grade _____ GIRL BOY

Date _____

A. *Look at the following job titles. Which jobs would require the skill of creativity to do that job? Circle "YES" after those jobs that would require creativity. Circle "NO" after those jobs that would not require creativity. If you are unsure, leave the question blank.*

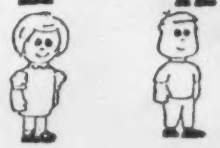
1.	Potter	YES	NO
2.	Toy Designer	YES	NO
3.	Writer	YES	NO
4.	Dress Designer	YES	NO
5.	Garbage Collector	YES	NO
6.	Poet	YES	NO

B. *Please read the questions, then if you decide that only girls have the skill of creativity needed, circle just the picture of the girl. If you think only boys have the skill of creativity needed, circle just the picture of the boy. If you think both the boys and the girls have the skill of creativity needed, circle both the boy and the girl together. If you are unsure, leave the question blank.*

7. *Who has the creative skill to draw?*

8. *Who has the creative skill to create a print?*

9. *Who has the creative skill to carve wood?*



10. *Who has the creative skill to weave on a loom?*

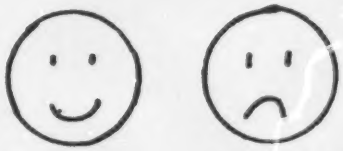
11. *Who has the creative skill to make a puppet?*

12. *Who has the creative skill to glue and paper?*

C. Please read the questions and then if you think you have the creative skill to do the job, circle the smiling face. If you do not think you have the skill to do the job, circle the unhappy face. If you do not know what the job is, leave the question blank.

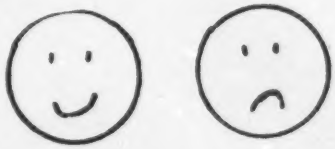
13. Do you think you could be a printer when you are older?

14. Do you think you could be a weaver when you are older?

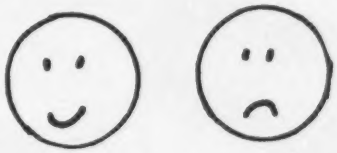


15. Do you think you could be a puppeteer?

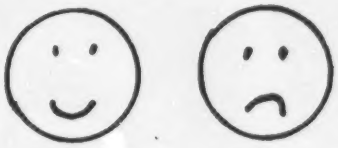
16. Do you think you could be a wood carver when you are older?



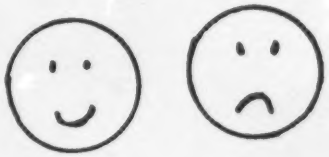
17. Do you think you could be a poet when you are older?



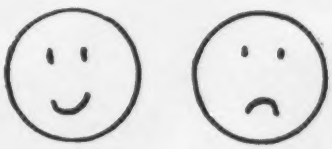
18. Do you think you could be an author and write books when you are older?



19. Do you think you could be a dress designer when you are older?



20. Do you think you could be an artist when you are older?



DIRECTIONS FOR SCORING

THE

PRE-TEST, POST-TEST

FOR

PROJECT EQUALITY OCCUPATIONAL SIMULATION PACKETS

The pre-post test which accompanies this occupation simulation packet is designed to provide a numerical score which will serve as (1) an approximate score of each student's knowledge and attitudes in this occupational skill area before participating in the learning activities described in this packet, and as (2) an approximate measure of each student's knowledge and attitudes in this occupational skill area after participating in the learning activities.

By using the answer key to assign the appropriate number of points to a student's answers, a numerical score can be obtained for each child. Questions by numbers that are left blank should be listed on the front of the test. When all the tests have been scored and blank answer numbers noted, the attached Summary Sheet should be filled out by placing each student's name and her or his score on the pre-test in the appropriate column and list the question number of each blank response.

When the post-test is given, it is scored in the same manner, and students' scores should be recorded in the post-test column of the Summary Sheet and list the question number of each blank response. Subtract the student's pre-test score from the post-test score and determine what the student has gained from participating in the learning activities associated with this packet. In some instances, it is possible that the student's pre- and post-test scores will be identical. When this occurs, an "0" is entered in the gain column. Occasionally, a student will score lower on the post-test than on the pre-test. When this occurs, the difference between the two scores is entered in the gain column as a negative number.

Before beginning the learning activities in the packet, the thorough teacher will (1) check the question numbers listed as no response--these indicate an area of vocabulary and job association that should be incorporated into the occupational simulation packet activities, and (2) look over the pre-test scores to see which students obtained low scores, scoring in the bottom quarter of the class. By checking these two areas, student learning can be considerably aided as the teacher cheerfully gives them individual attention when they participate in the learning activities associated with this packet.

After post-testing and scoring have been completed, send a copy of the completed Summary Sheet to _____. These test results will help to determine if the learning activities in this packet are helpful to the students or if the packet is in need of revision. Your participation and assistance in this project is greatly appreciated.

CREATIVITY - A SALEABLE SKILL

ANSWER KEY FOR PRE-POST TEST

A.	1.	Potter	YES
	2.	Toy Designer	YES
	3.	Writer	YES
	4.	Dress Designer	YES
	5.	Garbage Collector	NO
	6.	Poet	YES
B.	7.	Ability to Draw	BOTH BOY AND GIRL
	8.	Ability to Create a Print	BOTH BOY AND GIRL
	9.	Ability to Carve Wood	BOTH BOY AND GIRL
	10.	Ability to Weave on a Loom	BOTH BOY AND GIRL
	11.	Ability to Make a Puppet	BOTH BOY AND GIRL
	12.	Ability to Glue and Paper	BOTH BOY AND GIRL
C.	13.	Do you think you could be a printer?	HAPPY FACE
	14.	Do you think you could be a weaver?	HAPPY FACE
	15.	Do you think you could be a puppeteer?	HAPPY FACE
	16.	Do you think you could be a wood carver?	HAPPY FACE
	17.	Do you think you could be a poet?	HAPPY FACE
	18.	Do you think you could be an author and write books?	HAPPY FACE
	19.	Do you think you could be a dress designer?	HAPPY FACE
	20.	Do you think you could be an artist?	HAPPY FACE

SCORING KEY FOR PRE-POST TESTS

+ 1	for each correct response
- 1	for each incorrect response
no score	for each question left blank

CREATIVITY - A SALEABLE WORK SKILL

SUMMARY SHEET

Teacher: _____ Principal: _____ Date of Pre-Test: _____

School: _____ Grade Level: _____ Date of Post-Test: _____

Student Names	Questions by Number Left Unanswered	Pre-Test Score	Questions by Number Left Unanswered	Post-Test Score	Gain
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

MATERIALS LIST
(Contained in Packet)

Puppets

4 yards of cotton yardage or equal (for bodies)
1 pkg. #3 needles
2 spools thread
Scraps of yardage and felt (at least 30" long by 36" wide for the mouths of the puppets)

Weaving

1 skeins of yarn, various colors and sizes
(6 skeins of heavy rug yarn)
(6 skeins of four-ply yarn)
(1 cone of carpet warp or string)
4 1-pound packages of raffia
10 frame looms
10 shuttles

Printing

4 brayers

General

6 each station signs (total 18)
Creative Print Shop - 6
Creative Puppet Factory - 6
Creative Weaver's Store - 6

5 each directions for students cards (laminated) for each activity (total 15)
Creative Print Shop - 5
Creative Puppet Factory - 5
Creative Weaver's Store - 5

35 Pre-Tests, 35 Post-Tests
1 teacher evaluation sheet
1 teacher's guide
3 laminated water color posters

Teacher Needs to Provide:

Puppets

Pins
Variety of notions: sequins, bias tape, buttons, scraps of felt, yardage, ribbons, etc.
Old jewelry (anything that could be used in puppet costumes)
Scissors
Copies of the puppet pattern (make dittoes from original in packet)

Weaving

Scissors
Scraps of felt, yardage
Feathers, other yarn
Old jewelry
Small sticks and branches, long grasses (anything that could be woven into the wall hanging)

Teacher Needs to Provide (continued):

Printing

- 9" x 12" tag board
- Newsprint or newspapers
- Scissors
- Chip board (heavy and light weight)
- Construction paper
- Tempera in a variety of colors
- Printoleum - perhaps 2 bottles
- Alcohol
- Brushes
- Shellac
- Magazines like Life, Ebony, Look
- Elmer's glue

NOTE TO THE TEACHER

During the activities and discussions, some jobs that do not require the skill of creativity should be used.

Vocabulary used in the pre-post instrument:

Potter

Toy Designer

Writer

Dress Designer

Garbage Collector

Poet

Create A Print

Carve Wood

Weave on a Loom

Make a Puppet

Printer

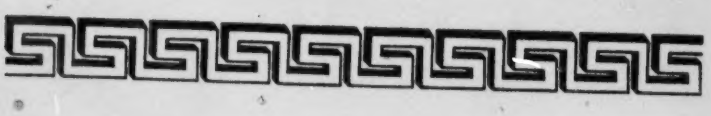
Weaver

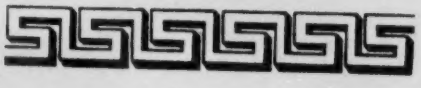
Puppeteer

Wood Carver

Author

Artist





CREATIVITY - A SALEABLE WORK SKILL

#1 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To define the words job, work, skill and creativity in preparation for the simulated skill activity.

Time: 20 - 30 minutes

Group size: Entire class

Materials provided by the teacher: discussion questions

Materials provided in the packet: proposed discussion questions below

In a discussion situation, the teacher would ask the students the following questions: (All student contributions are valid in discussion.)

1. *What do you think a "job" is?* (Piece of work, task done by assignment, or volunteered or by agreement, for pay or no pay, chore, a duty.)
2. *Do you have jobs that you do at home or school?* (Have students name jobs.)
3. *What do you think "work" is?* (A job is a type of work. Both work and job can be used interchangeably at this level.)
4. *Why do you think people work?*
5. *Do you think both women and men work at jobs?*
6. *What do you think the word "skill" means?*
   (Definition: Ability to perform a stated function.)
   (Paraphrased for students: Ability to do a small part of a larger job well.)
7. *Do you think you have some skills?* (*have students name - walking, running, crawling, talking, seeing, listening, etc.*)
8. *What do you think "creativity" means?* (Being or making something that is original, not like anyone else's.)
9. *Do you need to use your creative skills at home? Give examples.*
10. *Do you need to use your creative skills at school? Give examples.*
11. *Name some jobs that would require a person to have the skill of creativity.*
12. *Do you think both women and men have the skill of creativity?*

Feel free to add or delete questions as you are leading the discussion. Please note the reactions and level of understanding that students seem to acquire on the Teacher Evaluation sheet.

JOBS USING CREATIVITY

Bulletin boards, posters or displays could be used to show students the range of jobs that use creativity skills.

Teachers of:

Weaving	Garment making	Metal craft
Design	Print making	Plastics
Ceramics	Textiles	Drawing
Pottery	Commercial art	Stitchery
Sculpture	Wood craft	

Artists	Weavers
Building Architects	Potters
Machine Designers	Greeting Card Illustrators
Textile Engineers	Jewelry Designers
Toy Designers	Window Decorators
Poets	Interior Decorators
Photographers	Cake Decorators

CREATIVITY - A SALEABLE WORK SKILL

#2 - PRE-SKILL ACTIVITY

EQUALITY CHOICE

Objective: To have each student participate in searching and finding pictures that show people at work who use creativity skills.

Time: 15 - 30 minutes

Group size: Entire class

Materials provided by the teacher: scissors, glue, construction paper, bulletin board, felt tip pen.

Materials provided in the packet: None

Have each student bring one or more pictures from home showing a person at work using creativity skills. Or have magazines in the classroom and have students cut out pictures of people at work using creativity skills.

After students have selected one or more pictures, a large collage or several smaller ones can be created by the students. The People at Work Collage(s) are likely to show stereotypical examples of workers. This fact can be used as a teaching tool; point out that skills are not restricted by or limited to a particular sex. The students will be using skills in subsequent activities that should increase their awareness that skills are not dependent on sex.

The names of the work or specific jobs represented by the pictures should be stated by the students.

METHOD OF PRESENTATION

The following activities in this packet are designed to be used by a classroom of about thirty students. Divide the class into thirds, each group doing a different activity at the same time for a duration of one week, then rotate to the next activity.

It will take at least one day for the teacher to give the pre-test, discuss "skill," "creativity" and then present the materials in the stations. Let the students feel and see the creative materials. Then choose groups and order of rotation. Make sure the groups are integrated by sex and race.

Allow 40-60 minutes per group for work for three or four times in one week so that everyone can complete that particular station. Or, set up time blocks of 2-3 hours on consecutive days so tasks can be completed sooner. Demonstrate "how to complete" each activity to each group separately.

For best results, it is suggested that helpers come in during each activity period. This would also be a good opportunity to use some "cross age" teaching using 6th graders from your own building.

Besides teaching that creativity is an individual ability, not a sex linked ability, these activities could be utilized in other subject areas. The puppets could be used during a language arts lesson. The weaving and prints could be sold in a small boutique, thus using math. Please help the students look at and discuss all the kinds of jobs that a creative person could seek - thus teaching career awareness.

CONCEPTS COVERED

1. The student will be able to define creativity as a skill.
2. The student will understand that the skill of creativity is found in a variety of jobs and activities.
3. The student will notice that the skill of creativity is not linked to one's gender, but is different with each individual.
4. The student will develop an appreciation of her or his ability to work creatively in weaving, puppetry and printing.
5. Working together in a small group situation will be reinforced.
6. The students may realize that their creative abilities can be used in jobs that earn money, in making something useful and/or for recreation.

STUDENT DIRECTION CARDS

(To Be Used At Stations)

PRINTING

1. Cut shapes from light weight chip board.
2. Arrange shapes on heavy weight chip board.
3. Glue shapes down. Let dry.
4. Draw a line design on another piece of heavy weight chip board.
5. Trace over line design with Elmer's glue. Let dry.
6. Shellac both designs. Clean brushes in alcohol.
7. Place a small amount of Printoleum on 9" x 12" tag board, and add a teaspoonful of tempera. Mix.
8. Roll brayer back and forth until mixture makes a crackling sound, then roll ink on design.
9. Lay paper on inked design and rub.
10. Lift print and let dry. Repeat steps 8, 9 and 10.

PUPPETS

1. Cut out paper patterns. (Ditto masters for puppet patterns are on pages 28-29.)
2. Place right sides of cloth together. Pin on paper patterns and cut out shapes.
3. Sew along paper pattern guide lines.
4. Pin on the mouth and sew.
5. Turn sleeve inside out.
6. Sew on eyes, ears, nose, hair, etc.

WEAVING

1. Warp loom. Tie string on one nail and lace back and forth across the loom with string. Tie on to last nail.
2. Weave over under over under for one row. Weave under over under over for the second row. This is called tabby weave.
3. Sometimes weave in objects: grass, sticks, etc. Tabby weave right afterwards.
4. Sometimes weave only part way, leave holes, let some of the warp show, etc.
5. Weave to within six inches of the bottom.
6. Cut off warp at the bottom only, close to the nails and tie warp together in groups of four.
7. Do Not cut off the top warp. Instead, carefully slip the warp over the nails and insert a branch or stick on which to hang your weaving.

CREATIVE PRINT SHOP

CREATIVE PUPPET FACTORY

CREATIVE WEAVERS' STORE

CREATIVITY - A SALEABLE WORK SKILL

#3 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: The students will experience being creative with prints

Job: Printmaker

Time: Three sessions of 40 - 60 minutes each

Group size: 10 students or less

Materials provided by the teacher: Cut up heavy chip board into easily handled pieces. Suggested sizes are: 2-1/4" x 4-1/2", 3" x 4-1/2", 4-1/2" x 6", 6" x 9", 9" x 12"

Cut up the construction paper to fit the above sizes.

Cut up the light weight cardboard into the above sizes.

One bottle Printoleum, a variety of colors of dry tempera, Elmer's glue, 9" x 12" tag board, newspaper, shellac, alcohol, brushes, scissors, magazines.

Materials provided in the packet: 4 brayers

First Day

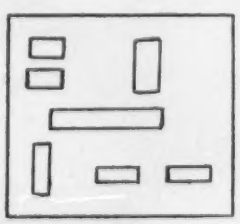
1. Explain: *The job of a printmaker is to create a message. The message may be in the form of words or it may be in the form of a design or picture. The printmaker may want to make one print or hundreds of prints. The printmaker is using one form of communication, that of visual. You will be a printer creating a book cover.*

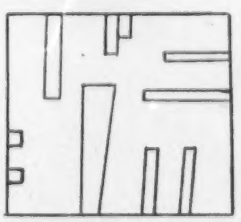
2. Define brayer: *This is an ink roller called a brayer.* Go over the other materials by name.

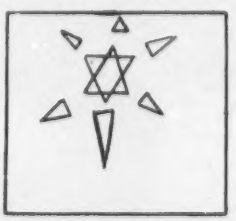
3. Read through the direction card with the students.

4. *Cut up the light weight chip board into various shapes. Make sure none of the pieces are too small or too large to fit the area of the heavy weight chip board on which the pieces will be glued.* (By the way, tablets have an ideal weight chip board on them for cutting out designs.)

5. *Place the pieces on the heavy chip board. Rearrange them from time to time until the best combination of a good design is achieved. Make simple shapes and repeat them in different ways.* (Below are some ideas.)







6. When you are satisfied with your design of cut pieces, glue them in place. Set it aside to dry.

7. Take a new piece of heavy chip board and draw a simple line design on it. See the example below:

8. With the Elmer's glue bottle, trace over your line design letting a ribbon of glue spill out along the lines of your design. Don't overdo, but don't be skimpy with the glue, either. Then carefully set the board aside to dry with the other one. Be sure your name is on both boards because you may not recognize your own work tomorrow.

Second Day

9. Shellac your cardboard design and the glue design, making sure that the base (heavy chip board) gets coated with shellac too. Don't shellac the underside. The shellac will make the printing board waterproof so it can be easily cleaned in water when a change of color is wanted later.

10. Set your printing boards aside to dry and clean out the brushes immediately. BE SURE TO USE ALCOHOL TO CLEAN OUT THE SHELLAC FROM YOUR BRUSHES, THEN LET THE BRUSHES AIR DRY.

Third Day

11. Place a small amount of Printoleum the size of a 50¢ piece on the 9" x 12" tag board. This is your ink pad. Sprinkle a teaspoonful (approximately) of your choice of tempera powder onto the Printoleum. With a brayer, roll and mix the tempera and Printoleum back and forth across the ink pad until the mixture begins to make a snapping or crackling sound. When that happens your ink is ready to spread.

12. Roll the ink-loaded brayer across your design.

13. Place a sheet of construction paper (cut to fit) on your printing board. Press down with the side of your fist while holding the paper on the edges; with the other hand, make a circular motion with your fist. You can also use a spoon for this purpose. Make sure you press the whole surface.

14. Lift your print carefully from the printing board and make some more. Here are some variations you might want to try:

    a. Clean off the board and apply a new color and reprint on top of a previous printing. (Make sure the first print is dry before trying to print on top of it.)

    b. Try using two colors at the same time. Ink half of your design with one color and before you print it, ink the other half with a different color.

CREATIVITY - A SALEABLE WORK SKILL

#4 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: Students will experience being creative by making puppets.

Job: Puppeteer

Time: Three or four sessions of 40 - 60 minutes each

Group size: 10 students or less

Materials provided by the teacher: Collect odds and ends of yardage scraps, buttons, bias tape, ribbons, scraps of felt, beads, sequins, rick-rack, fake fur, etc.
Make dittoes of the puppet patterns (pp. 28-29)
scissors (one per student), pins

Materials provided in the packet: 4 yards of cotton yardage or equal* (for bodies)
1 pkg. #3 needles, 2 spools thread
Scraps of yardage and felt** (at least 30" long by 36" wide for the mouths of the puppets)

First Day

1. Explain: *The job of puppeteer is to create a form which will be able to put across an idea to others. The puppeteer may want to entertain, persuade, plead or inform others. This is another form of communication and occupation. Your job will be that of a writer/puppeteer creating a sleeve puppet for a television show.*

2. Define pattern. Name and define all the materials used. (Demonstrate threading a needle and knotting the thread.)

3. Read through the direction card with the students.

4. *Cut out the paper patterns.*

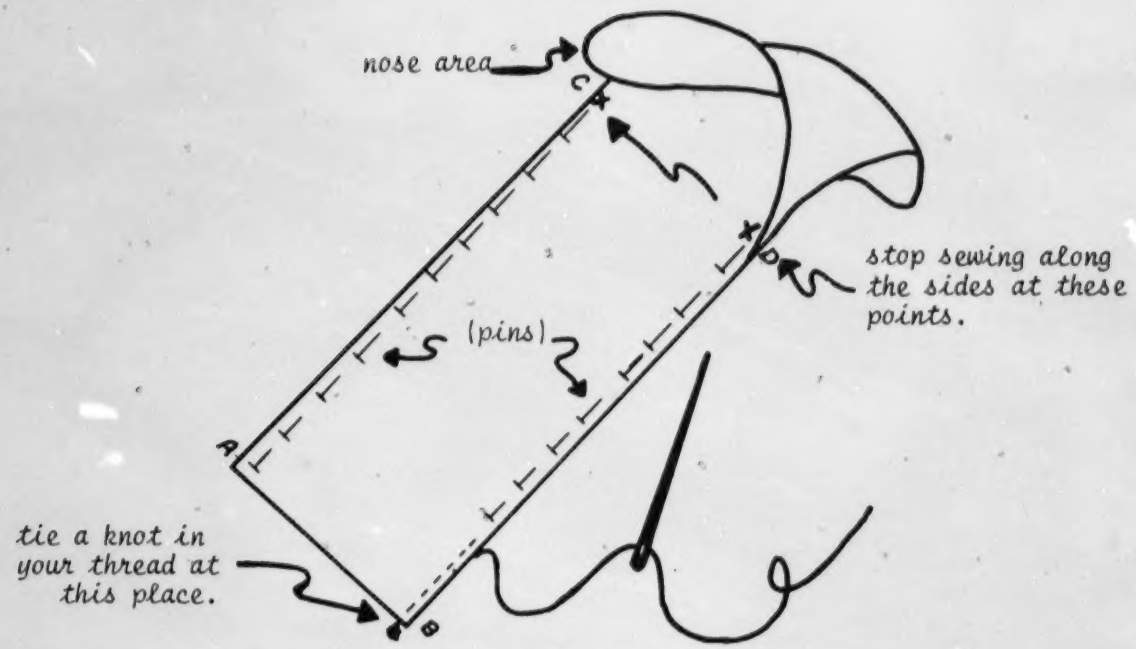
5. *Put two pieces of material together, right sides facing each other. Lay the pattern on top and pin it to the material so you can read the directions.*

6. *Cut around the pattern.*

7. *Leave the paper patterns on the material as a sewing guide. Or you may transfer the guide letters (A, B, C, and D) to the fabric by carefully removing the pattern and making a small mark on the fabric directly in line with the corresponding letter. Begin sewing the body at the base of the sleeve, which will be point A and/or B, and sew up to a point about 3-1/2" from the nose area. Do this along each side. See sketch on the following page.*

*Cut yardage into 6" x 14" pieces.

**Cut scraps of material 4-1/2" x 7" for the puppet's mouth.



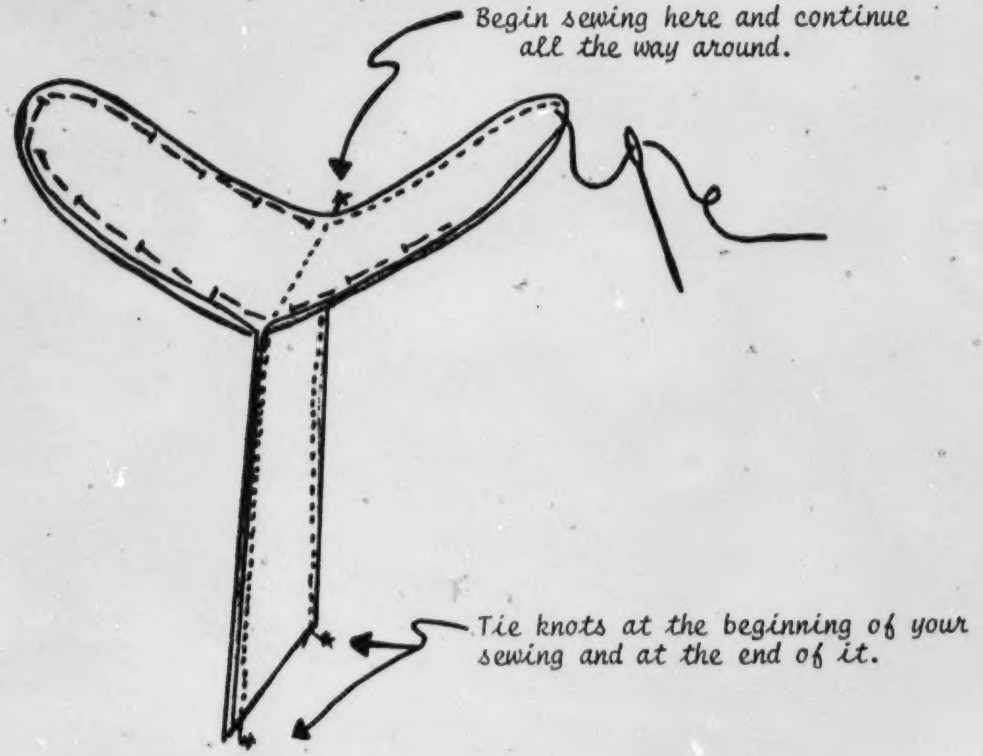
8. Remove the paper pattern from the cloth and discard. (The next group will use new patterns.)

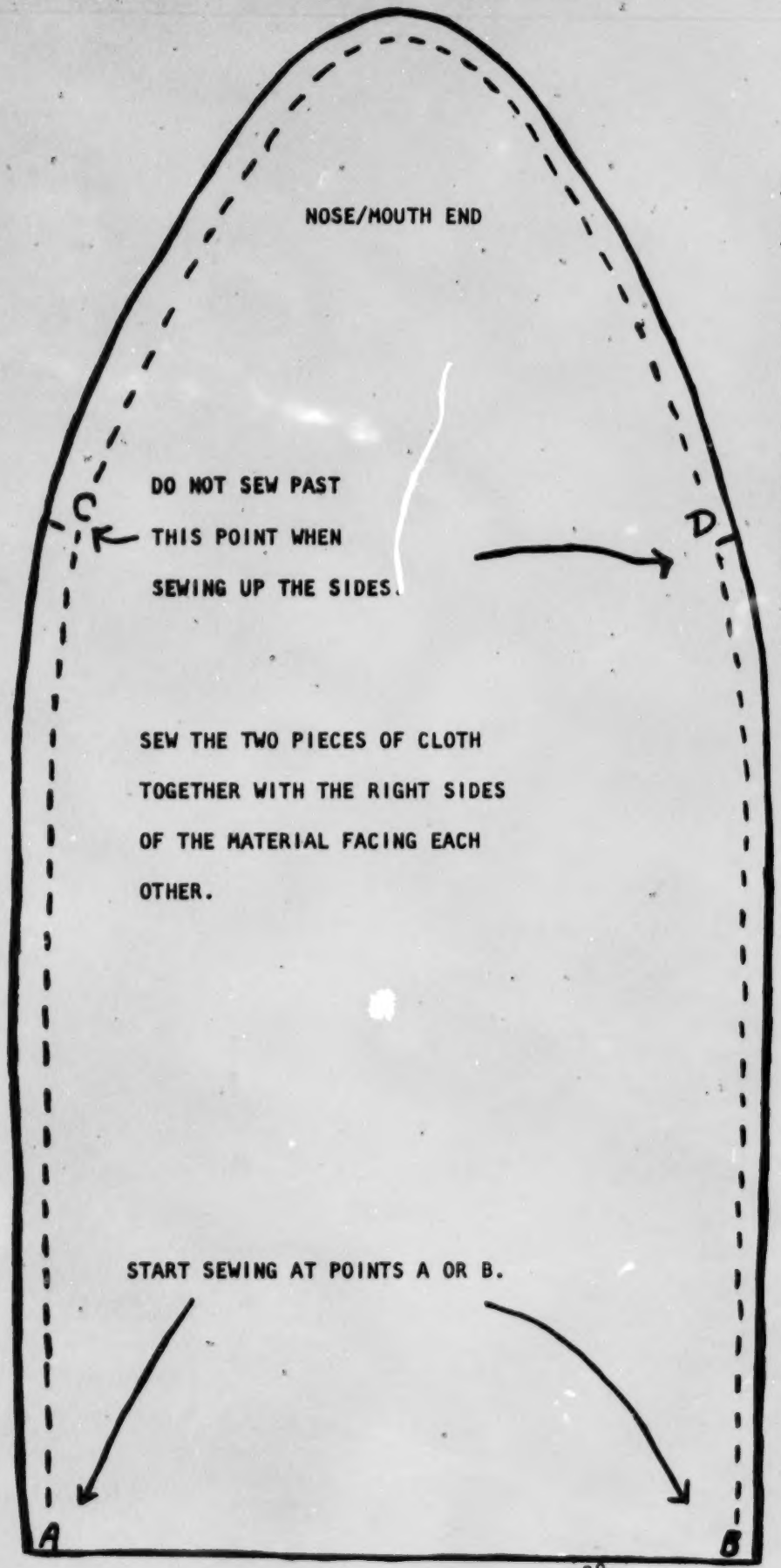
9. Pin the mouthpiece in place and begin to sew, starting at the point where you stopped sewing along the sides, points C and D. Sew all the way around the mouth, always tying the thread when you begin and when you end. (See sketch on the following page.)

10. Turn the sleeve inside out and begin to attach things in place like the eyes, ears, nose, tongue, etc. Add teeth, fur hair, a ribbon in the hair, etc.

11. You may want to hem the base of the sleeve but it is not necessary unless it needs to be shortened.

12. Encourage students to bring (or teacher provide) a variety of notions for puppet decorations.


Begin sewing here and continue all the way around.
Tie knots at the beginning of your sewing and at the end of it.



MAKE A DITTO

OF THIS PATTERN

The dotted lines are guide lines to sew and pin by.

This pattern should fit most hands. However, if it needs to be made smaller or larger, just cut a quarter inch off all the way around or add the same.

MAKE A DITTO

OF THIS PATTERN

Alternate Mouth

Cut out a cardboard insert slightly smaller than the above pattern (at least inside the dotted lines). Fold it so it will fit inside the mouth area after the puppet is assembled. If desired, you may glue the mouth fabric to the cardboard insert.

CREATIVITY - A SALEABLE WORK SKILL

#5 - SKILL ACTIVITY

EQUALITY CHOICE

Objective: The student will experience being creative by making a wall hanging

Job: Weaver

Time: Four session of 40 - 60 minutes each

Group size: 10 or less

Materials provided by the teacher: Collect tall grasses and interesting things that could be incorporated into a weaving such as: cat tails, feathers, sticks, fake fur, odds and ends of yarn, costume jewelry, etc.
Scissors (one per student), string or carpet warp (one cone).

Materials provided in the packet: 12 skeins of yarn*, various colors (6 skeins of heavy rug yarn, 6 skeins of four-ply yarn),
1 cone of carpet warp or string,
4 1-pound packages of raffia, 10 frame looms,
10 shuttles

First Day

1. Explain: *The job of the weaver down through the centuries has primarily been to create a piece of cloth for warmth as clothing, bedding or floor coverings. Now weavers make items that take on most any shape and/or use. You will be given the job of being a weaver creating a piece of art work called a wall hanging for an art show.*

2. Define Shuttle - *piece used to pull thread through the loom.*
Define Warp - *threads on a loom upon which you weave.*
Define Tabby Weave - *under over under over under over, etc.*
Define Shot - *one thread crossing the warp.*
Define Beat - *to press one row (shot) of weaving tightly against the next row.*
Name and tell the use of all the other materials.

3. *Read through the direction cards with the students.*

4. *Tie the warp thread on the nail at point* A. (See sketch on following page.) *Bring the warp thread over to nail* B - *note the direction around the nail - then go back over to nail* C *and continue back and forth until nail* D *is reached. Tie the thread to nail* D.

5. *Wind some yarn around a shuttle (several yards).*

6. *Start by inserting the loaded shuttle mid-way across the warp threads from the underneath side of the loom. Proceed to weave over under over under, etc., across the warp threads near the top row of nails. Be sure to let the short piece of yarn remain at the point where you inserted the shuttle (it can be cut off later).*

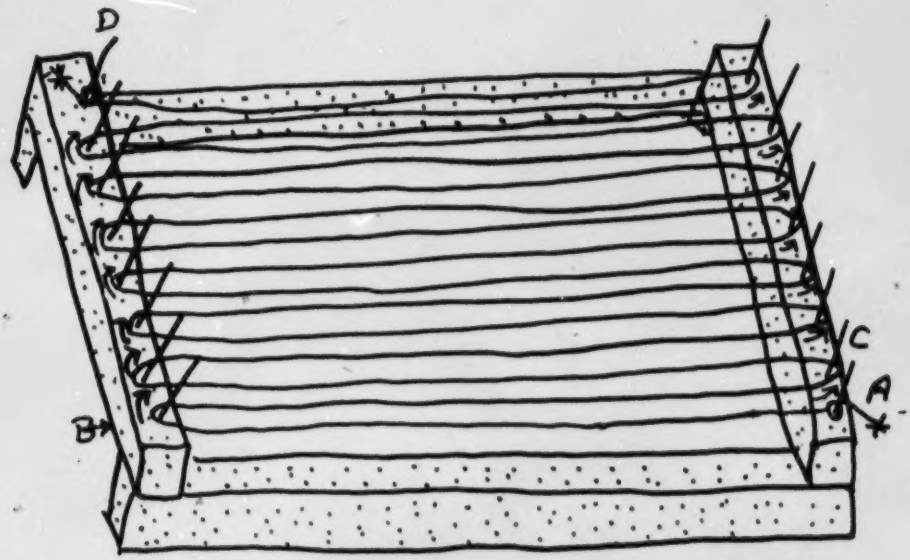
*Wind the yarn into small balls, each skein makes about three balls a little larger than a golf ball (both heavy rug and four ply).

7. When the edge of the warp is reached, you will begin to come back across the warp. Be sure that you go over the warp thread that you previously went under, otherwise your weaving will merely pull out.

8. Repeat this process several times at the beginning. Also, each row of weaving should be pressed tightly against the last row of weaving. This is referred to as "beating."

9. Each time you move across the warp thread with the shuttle, it is referred to as a "shot." The preceding type of weaving is called plain weaving or "tabby" weaving.

10. Tabby weaving should be used after a stick, grasses, or other stiff objects are placed into the weaving to help tie them in place (usually two rows).



11. Here are some suggestions for your wall hanging:

    a. Weave over and under more than one warp thread at a time.

    b. Insert weeds, grasses, sticks, fur, dried flowers, etc.

    c. Weave only part way across and come back leaving lots of warp threads showing on one side, in the middle, or on both sides.

    d. Use double, triple, etc., thickness of yarn in some shots.

Be sure to use the tabby weave after these.

12. Beginning weavers have a tendency to pull their weaving into the middle too tightly, taking on the undesirable hour glass shape. This is referred to by weavers as "pulling in." Remember to "lay" the yarn or shot in place.

13. Weave down no further than six inches from the bottom of the loom. Then stop.

14. Cut the warp threads off of the bottom, as close to the nails as possible. Tie every four strands of warp thread together in a square knot. See below.

15. Do not cut the warp from the top end of the loom. Instead gently slip a stick through the warp thread loops with which to hang the weaving.

OPTIONAL ADDITIONAL ACTIVITIES

1. Pass out stacks of magazines, paste and scissors. Ask the students to locate as many pictures as possible that have to do with creativity. Cut them out and paste on large sheets of butcher paper, thus creating several large collages. Analyze the images of males and females.

2. Have the students pick from the list of jobs relating to creativity and find out what that person does on her/his job (in depth) and report back to the class orally, or as a written report, or draw a cartoon or picture story. Remember to show proper sequence of activities.

3. Get a taped interview with someone in the world of work who has the skill of creativity.

4. Invite some speakers to the classroom that the children are most interested in to explain about their particular job, and how creativity fits into it.

5. Have the students get into groups and work out puppet plays about the world of work, reminding them to keep non-discrimination of sex roles in mind. Have characters doing non-traditional jobs.

   Example: A steel mill in Pennsylvania is in trouble. Its furnaces are all broken so it can't melt the ore to make steel that our country needs. The President calls up the company and says that the nation is depending on it to make some steel fast! So the company president advertises in the local newspaper for someone to help them melt the ore to make steel. Anne Marie Dragon applies for the job. She tells them she is a dragon and she can breathe fire to melt the ore and make the steel. The company president says, "No, no, no, certainly NOT! You are a girl and girls don't work in steel mills!"

   Your group's task is to put on a puppet play showing how Anne Marie convinces the president she is the best one for the job and saves the day for the country.

Classroom Activity Involving All the Creativity Skills in this Packet

The creativity skills can be combined to provide a unit on women heroes.

The puppeteers can devise a play about a famous female hero from the past.

The printmakers can print the cover for the program.

The weavers can provide the backdrop for the puppet play by combining efforts on one large scenery hanging.

Unless the creativity skills (and the other skill units) are combined to bring awareness, they will be just skill activities without a focus for reducing sex stereotyping.

Every effort should be made to create a total environment of a compensatory nature involving women heroes, women and men modeling non-stereotyped activities, and awareness activities involving values clarification.

SUMMARY OF CONCEPTS ACQUIRED FROM PACKET

The students who have gone through this packet should be able to discuss work in relation to skills that they have observed in themselves and in others. The activities in the packet are intended to be pleasant learning activities where all students feel success at some time during the exercise, if not throughout each activity.

A teacher who consciously helps students identify skills they possess and are using will not only be helping to improve a student's self-concept but also increasing the potentials for acquisition of new skills by the student. In addition to using the Occupation Simulation Packets, a teacher can utilize many other opportunities in the classroom for expanding a student's perception of her/his capabilities and potential regardless of sex.

Work will be a reality for the majority of students in your classroom - yes, even the girls. Data issued by the Women's Division of the U. S. Department of Labor indicates that the reality of work outside the home is a major part of many women's lives at this time (rev. June 1975).

1. Nine out of ten females will work outside the home at some time during their life span.
2. A majority of women work because of economic need. About 60 percent of all women workers are single, widowed, divorced or separated, or have husbands whose earnings are less than $7,000 a year.
3. More than half of all women 18 to 64 years of age are workers.
4. Single women average 45 years in the labor force.
5. If a woman bears children, and leaves the labor force for a period of time, she will still average 25 years of work outside the home.
6. The average male worker (marital status unspecified) has a work life expectancy of 43 years.

It is important for all students in the classroom to look at work as something pleasant that they will be doing in the future, something that they anticipate and look forward to doing.

As an educator you need to be aware of the kind of curricular materials that have a tendency to restrict students as they grow. A textbook study conducted by Women on Words and Images in Princeton, New Jersey, entitled Dick and Jane as Victims: Sex Stereotyping in Children's Readers, found the aspirations of females and males could be influenced by the continuous pattern described in the following ratios:

Boy-centered stories to girl-centered stories	5:2
Adult male main characters to adult female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	2:1
Male folk or fantasy stories to female folk or fantasy stories	4:1

You might want to watch your curricular materials for stereotypical qualities repeatedly ascribed to one sex or the other without variation. As an educator, you shoulder quite a responsibility in assisting students to develop completely their individual talents, abilities, interests and hopes. Surely their aspirations should not be restricted on the basis of sex!

CREATIVITY - A SALEABLE WORK SKILL

TEACHER EVALUATION SHEET

EQUALITY CHOICE

	YES	NO
1. Were the simulated work experiences real enough for the students?	___	___
2. Were the jobs common enough for the children to associate with?	___	___

3. How long did it take you to do each part?

Introduction day		30 mins.	60 mins.	90 mins.
Printing activity	(40 mins. each)	3 days	4 days	5 days
Weaving activity	(40 mins. each)	3 days	4 days	5 days
Puppet making	(40 mins. each)	3 days	4 days	5 days

	YES	NO
4. Were the packet materials all there?	___	___
5. Were the set-up instructions clear for the teacher?	___	___
6. Were the discussion questions on the first day understandable for the students?	___	___
7. Do your students now know what being creative is?	___	___
8. Can your students name some jobs that use the skill of creativity?	___	___
9. Do your students think that either males or females can be creative?	___	___
10. Did your students find that different individuals had differing creative abilities?	___	___

List suggestions for improvement of this packet and successes that you had.

Please return this form to _____.

APPENDIX A

MATERIALS NEEDED TO ASSEMBLE THE OCCUPATION SIMULATION PACKET
CREATIVITY - A SALEABLE WORK SKILL

Item	Where to Buy
10 yards cotton yardage	variety store, fabric shop
2 pkgs. #3 needles	" "
4 spools thread	" "
scraps of yardage	
red felt (at least 30" x 36" for puppet mouths)	" "
6 skeins heavy rug yarn	yarn shop, variety store
6 skeins 4-ply yarn	" " " "
1 cone of string or carpet warp	hobby shop or craft store
4 1-lb. pkgs. raffia	" " " "
* 10 frame looms	weaving store (look under "Weaving Looms" in the yellow pages)
* 10 shuttles	same as for looms
4 brayers	arts and crafts store
feathers (for weaving)	hobby shop
9" x 12" tag board	art supply store
chip board (heavy and light weight)	" " "
Printoleum	" " "
alcohol	art supply store, variety store, hardware stor
brushes	" " " " " " "
shellac	" " " " " " "
Elmer's glue	variety store
tempera	art or hobby shop

* Why not make your own looms and shuttles? (A 17" x 21" loom costs $15.50 at a weaving shop.) For a small loom, nail two 10" pieces of wood to two 12" x 1" x 1/2" pieces of wood. Then pound 17 nails, 1/2" apart, on the ends of each 12" x 1" x 1/2" piece of wood. For shuttles, use popsicle sticks with holes in their ends.

Things to Make

* Puppet Patterns	
* Station Signs (6 each):	Creative Print Shop, Creative Puppet Factory, Creative Weaver's Store
Student Direction Cards (5 each):	Creative Print Shop, Creative Puppet Factory, Creative Weaver's Store

Materials to be Acquired

Pins, scraps of felt, yardage, ribbons, old jewelry; a variety of notions: sequins, bias tape, buttons; scissors; small sticks and branches, long grasses (anything that could be woven into the wall hanging); newsprint or newspaper, construction paper, magazines with lots of colored pictures.

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* Can be copied from instruction book.

Station Signs

Pages 20-22 have models of the station signs for the Creative Print Shop, Creative Puppet Factory and Creative Weaver's Store. They can be reproduced or hand-lettered on colored paper or 5" x 8" cards and laminated.

Student Direction Cards

Directions for students to use at the various stations appear on page 19. This information can be transferred to 5" x 8" cards - one creative activity per card. So the directions can be easily read, large type is suggested. Laminate the cards.

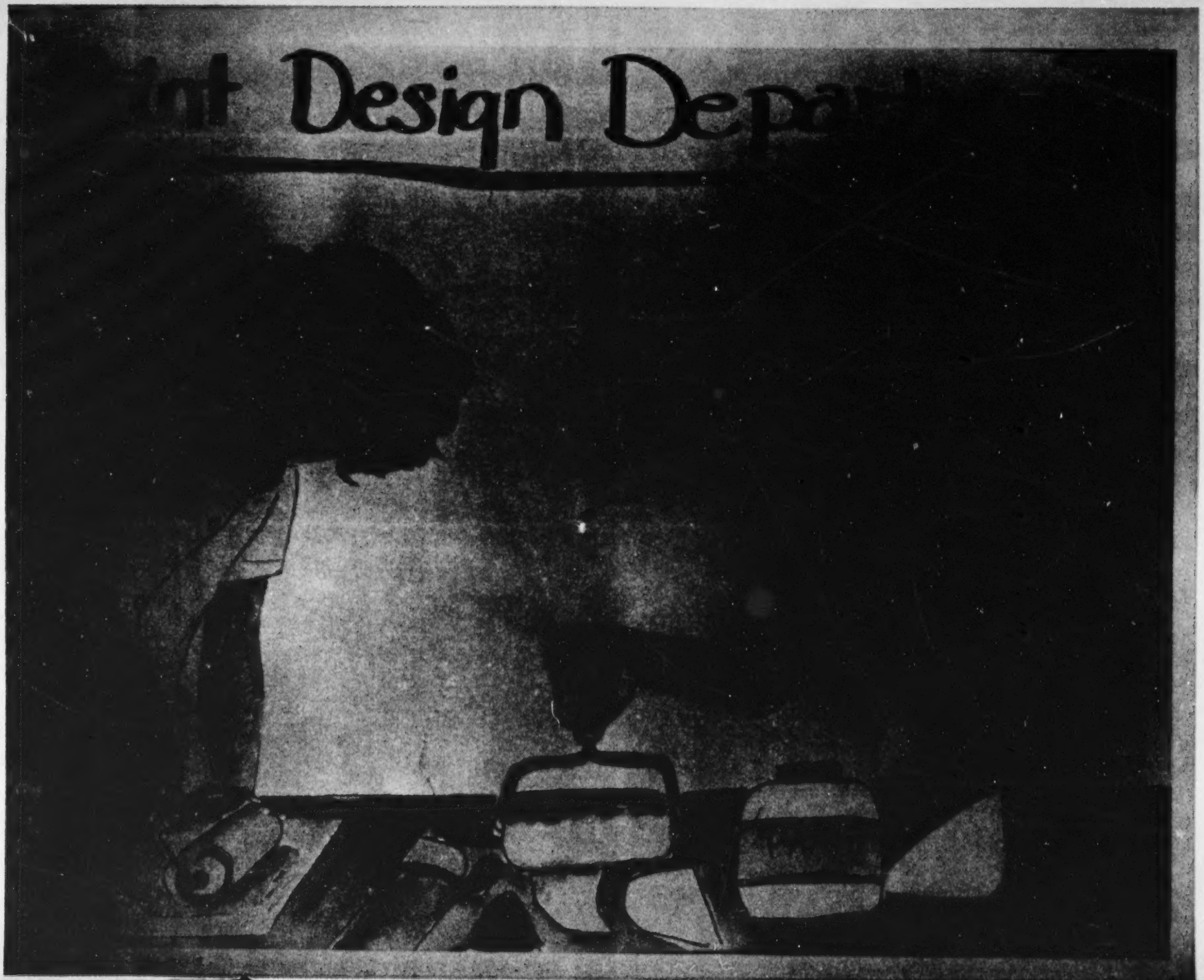
Water Color Posters

Pictures of the water color posters are in Appendix B, following. They are included as models for similar posters (22" x 30") to be prepared in your district. It is suggested the content of such posters reflect the ethnic make-up of your community.

Weaving Inc.

44

45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